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ABSTRACT

This handbook serves as a brief introduction to industry-education partnerships. It provides individuals in schools, businesses, and community organizations with basic information on partnership initiation and management. It also outlines strategies that will help in avoiding some of the problems that may have defeated previous partnership efforts. The handbook is organized in four sections. Section 1 provides an introduction to industry-education partnerships and outlines the range of participants, activities, and functional modes that they may include. Section 2 reviews the steps that have proven successful in initiating partnerships. Section 3 discusses strategies for avoiding some of the problems that can arise in partnership development. The final section contains a listing of useful resources that address a range of partnership issues and comprise 15 publications and 14 organizations. (KC)

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INDUSTRY-EDUCATION PARTNERSHIP GUIDELINES

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TABLE OF CONTENTS

SYNOPSIS.....1

OVERVIEW.....3

I. INTRODUCTION TO PARTNERSHIPS.....4

What are Industry-Education Partnerships?
Who are the Partners?
What are the Activities?
How do Partnerships Function?
Why do Partners Become and Stay Involved?

II. STEPS FOR DEVELOPING A PARTNERSHIP.....11

Initiating a Relationship
Setting Goals
Developing a Management Structure
Implementing and Evaluating Programs
Maintaining and Sustaining Partnerships
Communicating

III. STRATEGIES FOR SUCCESS.....16

Misconceptions
Top Down Commitment
Bottom Up Involvement
Be Considerate of Partners' Time
Establish the Partnership's Mission and Identity
Administrative Support
Funding

IV. RESOURCES.....21

Publications
Organizational Resources
Other Resources

SYNOPSIS

This handbook provides a brief introduction to Industry-Education Partnerships. "Partnerships" are collaborative efforts involving schools, businesses, and sometimes community organizations. They are established to provide various kinds of assistance to schools, prepare students for their careers, and improve the general quality of life in a community. There are many successful partnerships in Massachusetts today. In preparing this handbook, we have drawn on the experiences of past and present partnership efforts to suggest guidelines for future programs.

The main topics covered by this handbook are:

What Are Partnerships and How Do They Work?

Partnerships are ongoing relationships, supported by top-level leaders of the schools and businesses involved. They range from simple one school/one business connections to large organizations with full-time administrators. Partnership activities include programs for career awareness, skill development, professional development for teachers, school management, provision of equipment or services to schools, and community improvement.

Why Do Schools and Businesses Form Partnerships?

For schools, the primary motivation for partnership activities is improving the quality of education. This may be achieved directly through better teaching, more modern equipment, and expanded linkages between the classroom and students' career needs. For businesses, partnerships can lead to more capable workers, improved public relations, and satisfaction from contributing to their communities. Both parties derive short-term results and long-term benefits from partnership programs.

How Do Partnerships Get Started?

Partnerships usually begin when a motivated person, either in a school or in business, takes the initiative and makes an initial contact. Later, it is important to define objectives and set priorities in a systematic fashion.

What Is Required to Maintain a Partnership?

Successful partnerships have well-defined plans and systems for evaluating their results. Other key elements for partnership management include maintaining good communication among the partners, expressing appreciation for partnership contributions, continual review and revitalization of programs, and effective public relations.

What Are the Keys to Partnership Success?

Common denominators of successful partnerships include both "top-down" and "bottom-up" support and involvement on all sides. Also, it is important that partners recognize and deal with their perceptions of each other; that they be realistic about the time and resources needed for their activities; and that they develop a clearly-defined "mission" for their collaboration.

Each of these topics is discussed in more detail in the pages that follow. In the last section of the handbook, we provide a list of publications for further reading on many aspects of Industry-Education Partnerships.

OVERVIEW

Industry-Education Partnerships is a catch-all phrase that is used to encompass a vast range of collaborative efforts involving schools, businesses, and community organizations. These partnerships are found across the United States in large and small communities and have received active support from the federal government through the White House Office of Private Sector Initiatives.

Recognizing the rapid growth in partnership activity and the impact that partnerships have made on communities, President Reagan, in 1983, launched the National Partnerships in Education Program. In November of 1984, the United States Department of Education reported that over 46,000 partnerships with education had been identified in the 50 states, and that Massachusetts ranked second, after California, in the state-by-state tally. State and national educational, business, and community organizations are working to increase their members' awareness of the potential of partnerships and are finding that schools, businesses, and communities have developed innovative and exciting ways to work together.

This handbook has been developed for current and prospective participants in response to requests for materials on what industry-education partnerships are and how they work. It provides individuals in schools, businesses, and community organizations with basic information on partnership initiation and management. It also outlines strategies that will help in avoiding some of the problems that may have derailed previous partnership efforts. This handbook provides an orientation to partnerships that will enable school and community decision makers, such as superintendents and business executives, to review the essential elements of partnerships and to understand the potential that they have for their organizations.

SECTION ONE of the handbook provides an introduction to industry-education partnerships and outlines the range of participants, activities, and functional modes that they may include. SECTION TWO reviews the steps that have proven successful in initiating partnerships. SECTION THREE discusses strategies for avoiding some of the problems that can arise in partnership development. SECTION FOUR contains a listing of useful written materials that address a range of partnership issues.

Industry-education partnerships are the result of a judicious blend of good intentions, good communication, and self-interest. We hope this booklet will help you find the mix that works best for you.

Good Luck!

I. INTRODUCTION TO PARTNERSHIPS

What are Industry-Education Partnerships?

Industry-education partnerships are collaborative efforts that bring together schools, businesses and other community organizations to address their mutual interest in the educational process. These partnerships are organized to create benefits for all of the parties involved.

There is a long history of traditional school-business collaboration, including programs such as cooperative and vocational education and business involvement on school councils and school boards. Most recently, school-business partnerships have brought new elements to these collaborative relationships, as indicated below.

School-business partnerships involve a broad range of people:

- Elementary and secondary school students
- College and non-college bound students
- Teachers and administrators
- Business executives and managers
- Business employees
- Labor groups
- Civic and community agency representatives

Partnership programs are planned by teams of school, business and community representatives, including many of the people who will be affected by the programs:

- Superintendents, administrators, teachers, students
- Executives, managers, employees
- Chamber of Commerce executives and other civic leaders

Partnership programs are the result of collaborative decision making which is characterized by the following qualities:

- Identification of mutual goals
- Equal participation and involvement by the planning partners
- Broad based participation in the planning process
- Concern for the management and coordination of the partnership

Who are the Partners?

There is great diversity in the size and composition of partnerships. This variety is suggested in the following examples:

- One school + one company
- One school district + one company
- One school + several companies
- One school district + several companies
- Several school districts + one company
- Several school districts + several companies
- Schools/companies/communities + cultural and civic organizations
- School + companies + governmental agencies + community organizations

What are the Activities?

The programs of industry-education partnerships reflect the needs and interests of the partners involved. Many programs start with a career awareness emphasis and then develop additional programs as the school-business partners come to know each other better and understand how they can work together.

Career Awareness Programs

Most partnerships include career awareness activities because of the interest that industry has in increasing students' and teachers' understanding of the following areas:

- The jobs and career opportunities that will be available in the next decade
- The skills that will be required for these jobs and careers and how to acquire them

Schools are enthusiastic about partnership programs because they increase students' motivation by demonstrating the relevance of school to the workplace. They also provide teachers with world-of-work experience and information that they can infuse into their classroom teaching. Career awareness programs often include the following activities:

- Guest speakers who provide information on their industry or their field of expertise, their specific jobs, and the opportunities available
- Tours of companies for students and teachers
- Job shadowing experiences
- Internships and summer jobs for students and teachers
- Curriculum development projects in which teachers and business people collaborate to infuse career awareness information into the standard curriculum
- Opportunities to use up-to-date equipment and receive current job-market information in the schools

Skill Development Programs

Partnership programs often address the skill development of students, teachers and administrators. Business leaders recognize that in helping schools to upgrade their programs, they can raise the competence and the readiness for work of future job applicants that will come to them, resulting in reduced training costs, reduced employee turnover, and increased employee productivity. Skill development programs provide academic, vocational and job-seeking skills for students. Teachers are able to renew, update or expand their knowledge through professional development programs. Although skill development programs vary widely, depending upon the needs and resources of the partners, they can be cast into the following categories:

Programs for Students

- Entry-level job training programs
- Internships for skill development, employment experience, and career exploration
- Mentoring and tutoring programs

- Workshops on resume writing, interviewing, job applications
- Leadership development programs
- Academic skill and enrichment programs, often in math, computer operations, the sciences, and oral and written communication

Professional Development for Teachers and Administrators

- Skill renewal, expansion and development workshops
- Career and employment awareness workshops
- Curriculum development teams with school/business staff
- Summer employment in business
- School-business employee exchanges
- Scholarships, grants, sabbaticals

School Management

The management of school systems, human services, and school buildings is an increasingly pressing issue for administrators. Business executives are able to share their expertise in this area because they often contend with similar problems. The following list suggests some of the areas in which school-business partners work together to address these concerns:

- Developing, administering, and evaluating needs assessments for school systems
- Developing methods for long and short range planning
- Consulting on management information needs and available systems
- Sharing professional information
- Designing energy conservation and building maintenance programs
- Providing management training for administrators

Donations of Equipment and Material Resources

The donation of equipment and other resources is rarely an initial component of a successful partnership. In fact, the partnerships that start on this basis seldom develop into long-term collaborative relationships. As school-business partnerships mature and the partners come to know and trust each other, however, they often come to appreciate each other's needs and resources. When a program is developed which includes the transfer or loan of equipment, it is done as part of a thoughtful, ongoing plan to strengthen and expand the partnership, not to culminate the relationship. Providing assistance in the maintenance and use of such equipment is also an important factor in some partnerships.

Programs for Businesses and Their Employees

Many partnerships find creative ways to address some of the specific needs of their business partners that are not included in the stated mission of the partnership. As a result of working together and having an ongoing relationship, partners discover, often serendipitiously, that they are able to assist each other in unexpected ways. Some of the following programs for businesses and their employees have come about in this way:

- School auditoriums and cafeterias have been used for business meetings.
- School athletic facilities have been used for employee "health clubs."

- School college counselors have given information to company employees on college admissions and financial aid programs.
- Company employees have used school equipment after school hours to learn work processing and other related skills.
- Teachers have provided instruction to company employees on oral presentation and training skills.

Community Involvement and Participation

Some partnerships are oriented toward making their communities better places to live and learn. In addition to their educational activities, they are interested in affecting the quality of life in their communities. The following examples indicate the range of these partnerships' interests.

- Make the schools and business facilities more available to the local citizens for educational, recreational and leisure time activities.
- Encourage citizen participation in the schools through promoting corporate volunteer programs, release time for employees, employee exchange programs, and involvement on school boards and advisory committees.
- Encourage employees to volunteer in their children's schools.
- Educate corporate executives on the financial needs of schools and encourage their active support of school budgets.
- Facilitate citizen understanding of the schools by sponsoring school information programs and school communications vehicles.
- Create an environment that fosters respect and understanding between schools and businesses.
- Prepare students to live in a culturally diverse and highly technical society.

How do Partnerships Function?

The key to the successful functioning of school-business partnerships lies in the involvement of people from all levels of the participating organizations. Chief executive officers and superintendents, managers and administrators, employees and teachers, community leaders, citizens, parents and students all can contribute to designing, planning, implementing and evaluating the partnerships' programs. The specific models that partnerships use to determine their direction and policies, to coordinate their activities, and to obtain any needed funding vary according to the history and needs of the partnership. These models range from the simple to the complex and are reviewed below.

Partnership Governance

- Board of Directors
- Steering Committee
- Industry-Education Partnership Advisory Council
- Education Committee
- Advisory Committee

These are some of the many names used to designate the governance body of a partnership. Responsibility for coordinating the goals and direction of the partnership usually rests with this group, which meets periodically to keep informed on the partnership's activities, to review its finances and management, and to approve new areas of involvement for the partnership. It is in these meetings that the support of each organization is expressed and exemplified. It is also within this group that there is the opportunity to share concerns, needs, and "wish lists" regarding issues and problems that the partnership could address.

Partnerships involving small numbers of participants often hold their directors' meetings infrequently. The executive officers, or their designees, usually are in close and frequent contact and need to meet formally only a few times a year. Larger, more complex partnerships generally meet monthly or bi-monthly, with all of the executive officers in attendance. Some of these governing boards have informal structures, while others have become legal entities.

Partnership Management

Most boards, committees or councils have chosen to hire a coordinator or director to provide the day to day leadership for their partnership. These coordinators function in different ways, depending upon the needs and structure of the partnership.

Time Commitment

The management of the partnership is time consuming, and the activities of the partnership will be more successful if the coordinator has the time to attend to them. The coordinator or director position can be full or part-time. When existing personnel are assigned to the partnership, this responsibility should be written into the position description and adequate time should be made available.

Co-Coordinators

Some partnerships have co-coordinators, with one person representing the school and the other representing a company or a coalition of businesses.

Office Location

Coordinators generally are located at the school, the business site, or a community location, such as the Chamber of Commerce or a regional Boy or Girl Scout office. When coordinators are located in a non-school site, they usually are in close contact with an individual in the school, frequently a guidance counselor, who is involved with the programmatic aspects of the partnership.

Coordinator Compensation

Most coordinators or directors are paid, although a few receive minimal recognition in the form of a stipend. This funding often comes from the individual's regular salary, through the reassignment of responsibilities.

When there are no business or school funds available to support a coordinator position, fund raising activities may be conducted to provide the necessary monies.

Partnership Funding

As with the other components of partnership management, partnerships handle their finances in different ways. Many partnerships operate with few or no identifiable expenses, except for the coordinator's salary. In these partnerships, the school and business participants each absorb the costs they incur, such as printing, copying, postage, travel, and time. Some partnerships maintain a partnership fund, to which each partner contributes, to cover the expenses of the partnership. At the other end of the continuum are partnerships that raise substantial funds to finance the costs of staff, training for teachers, equipment purchases, etc. These more heavily funded partnerships usually are managed through Chambers of Commerce and involve regional efforts. It should be noted, however, that not all partnerships involving Chambers of Commerce are dependent on extensive funding.

Why do Partners Become and Stay Involved?

The "bottom line" for business, educational and community leaders who become involved in partnerships is their organizations' self-interest. They each have different ways of measuring their success and different standards for judging their achievements. Most of these leaders understand that it takes time for a partnership to achieve results: time for the partners to develop trust in each other; time to understand each other's situation; and time to make a significant difference in the educational process. However, the "front end" enthusiasm that comes from working together on solutions to common problems and realizing short-term successes through partnership projects provides a foundation upon which to build further collaboration and from which to launch long-term projects.

Schools

Schools usually have clear expectations about the benefits of partnerships for their students and teachers. Often, however, there are unexpected outcomes that benefit the school system as a whole, such as an improved public image for education in the community. School administrators who have on-going participation in partnerships express the following reasons for their involvement:

- Skill development opportunities for teachers and students
- Career awareness and job exploration for students and teachers
- Curriculum development, enhancement and enrichment
- Opportunities to maximize resources through access to business surpluses, discounts, and donations
- Improved teacher morale through business and citizen involvement and interest in the schools
- Assistance with school management systems
- Improved public relations and increased community support for schools

Businesses

Many businesses enter into partnerships because of their concern about the shortage of skilled employees. A secondary reason for some businesses relates to their corporate image in the community. A common by-product for businesses is the personal satisfaction experienced by their employees who work with the schools. Business leaders have indicated the following benefits that they receive from their partnerships:

- Skilled employees prepared for the world of work
- Reduced training costs and decreased employee turnover
- Opportunities to educate students and teachers about their industry and company and about the free enterprise system
- Increased employee morale and personal satisfaction through involvement in the schools
- Enhanced public image through collaboration with the schools
- Increased voice in educational decision making in the community

Apart from these tangible benefits, many business executives find that contributing to improving education in their communities is a satisfying end in itself.

Community Groups

Community organizations, such as Chambers of Commerce, youth groups, service and civic groups, and local social service agencies are often participants in, if not the initiators of, school-business partnerships. Motivated by improving the economic, educational, or social environment of the community, these organizations view partnerships as collaborative vehicles which help them to achieve their individual goals. In addition, there are benefits to each organization from its participation:

- Enhanced opportunities to meet the organization's own goals
- Community improvement, for which it can take some credit
- Opportunities to make contact with the community's school and business leaders
- Increased public visibility and expanded public image
- Involvement with educational decision making in the community
- Increased influence in community decision making
- Increased public support of its programs

II. STEPS FOR DEVELOPING A PARTNERSHIP

Industry-education partnerships develop in response to the needs of businesses, schools, and communities. Businesses may have discovered that they have been unable to attract qualified individuals to apply for jobs or that the applicants who come to them from the local high schools need substantial further training in basic skills. Schools may want help in developing their math or science curricula, or in providing students with an understanding of the free enterprise system. Community leaders such as Chamber of Commerce executives, mayors, or civic association presidents may be concerned about the problems in the community caused by school dropouts and unemployment. Recognizing that they cannot always find ways to resolve these problems within their own organizations, business executives and educators are exploring the possibility of working together and using the resources of other community groups to find mutually beneficial solutions.

Initiating a Relationship

For many schools, businesses, and community groups, the first step in entering a partnership involves a fairly formal and perhaps awkward meeting, over lunch or dinner, between the decision makers in their organizations. It may have been someone else - a school superintendent, a business executive, or a community representative, such as the Director or President of the Chamber of Commerce - who was the catalyst for the meeting. This meeting may involve only a few individuals or it may include several people from each of the organizations that are possibly interested in implementing a partnership. Many school and business partners have reported that the biggest obstacle to getting involved in a partnership was taking the first step. The following suggestions may help.

Pick Up the Telephone

It takes an initial contact to initiate a partnership and that contact is very often made over the telephone. While there is no protocol for who should call whom, most business people and school officials report that they wait for someone else to take the first step. Once contacted, however, most school and business leaders are receptive and pleased to explore partnership possibilities. Reports on how partnerships get started contain a range of anecdotal information, such as descriptions of chance meetings, of capitalizing on personal, social, or community ties, and of "cold" calls that were preceded by crossed fingers and a deep breath. In some cases, community leaders have taken the initiative and served as catalysts.

Have a First Meeting

The first meeting, whether in an office or over a meal, provides the participants with a preliminary opportunity to get to know each other and to assess the possibilities of working together. This meeting should be fairly relaxed, social, and unstructured. The sharing that comes from this meeting will form the basis for a second, more targeted meeting.

Explore Mutual Interests and Concerns

Partnerships are dependent, in part, on relationships between people and on the establishment of trust. The first and subsequent exploratory meetings, whether attended by the top executives or their designated representatives, should allow for time to discuss the business perspective on schools, the assumptions that educators have about the business community, and the realities of the economic climate in the community. All sides must be prepared to listen with open minds. It may be that there are memories of unsuccessful previous endeavors and skeptical attitudes that need to be addressed. However, with the recognition that these are different times and there may be blame to be shared on all sides, most potential partners have been able to identify areas for further exploration. From this point, the group can proceed to work on some of the following areas:

- Identifying common concerns and needs
- Developing a list of priorities
- Reviewing existing programs and determining if they address the priorities
- Suggesting new programs and adaptations or expansions of existing programs
- Identifying the resources that each party can bring to the relationship

Expand the Group to Involve the Affected Constituencies

Once it is clear that the group will be going forward with some planning, it is important to include representatives from all of the areas that may be affected by the programs. Teachers, administrators, supervisors, employees, students and parents may be called upon to share their viewpoints and expertise and to join the planning group. They will be helpful in pointing out pitfalls, communicating plans to their colleagues and peers, and developing support for the partnership's activities.

Setting Goals

With the development of a relationship and collegial spirit, many groups find they are ready to set some goals. Executives in schools, businesses and the community are goal oriented individuals who expect to see action and results promptly. Most partnerships find that they should establish simple short-term goals at first so that they will have achievements upon which to build. Also, they want to ensure that this new endeavor is not so large that it drains or depletes the energy and enthusiasm that it depends upon for its success. These goals may involve activities that will occur over the course of one semester or a few weeks. Longer range goals can also be determined to indicate the direction and focus that the partnership wishes to emphasize.

Developing a Management Structure

All partnerships need to have at least one individual who has the responsibility for implementing the planning of the group. Early in the planning phase the group should establish a management structure, which could include a coordinator or program director who has been given specific responsibilities and the time and authority to be successful. Issues such as

the location of the coordinator's office, compensation, supervision, and expenses such as telephone, postage and duplicating, should be resolved. While the structure may be altered with time, it is important to be clear and specific on these issues in order to avoid misunderstandings from the outset.

Implementing and Evaluating Programs

The thoughtfulness and care with which the partnership's programs are implemented will set a pattern for the partnership relationship and will be a clear indicator of the integrity of the partnership. Attention to detail, concern for the rights and sensitivities of all involved, and clear and frequent communication will help to ensure that the programs are well-received and effective.

Preparation

The key to preparation is planning. Every aspect of the program should be scrutinized and then reviewed again, so that every detail has been accounted for and even the unexpected has been anticipated. It also is important to prepare other teachers, students, and employees about new projects and what, if any, the impact will be on them. There are many guides available on orienting volunteers to the classroom, preparing students for guest speakers, and on some of the other situations that your partnership may encounter. Some of these materials are listed in the Resources section at the end of this booklet.

Recognition

Participants in programs appreciate being recognized for their contributions of time, effort, and resources. Public recognition, in the local newspaper, school newsletters, corporate publications, on local cable television, and through other media vehicles, provides excellent opportunities for publicizing the good things that are happening in schools while giving recognition to the collaboration of businesses and community groups with the schools.

Evaluation

Too often, experiencing an unsuccessful program is the death knell for a partnership. Not all programs will be instant successes! The coordinating group should be prepared to use formal and informal evaluation methods as learning tools to help the partnership understand what it could do differently. Be honest and open with the participating partners about programs that do less well than hoped and use group meetings as opportunities to review problems and look for ways to make changes. Similarly, keep quantitative and qualitative records about your successes so that you can communicate effectively about them to others in the schools and the community. Sharing this information may result in gaining support for your activities and encouraging people to join your partnership. You may want to keep records on:

- The numbers of individuals who participated in the programs
- The number of different programs offered

- The number of school, community and business staff involved in implementing the program
- Favorable or unfavorable comments received about the program
- Categories of comments made by participants in written program evaluations
- Representative quotes from written or oral evaluations of the programs
- Representative quotes from program implementers

Maintaining and Sustaining Partnerships

Partnerships are like other relationships: they are at risk of becoming stale or dissolving. Partnerships should be viewed as living organisms that need careful feeding and nurturing in order to ensure their healthy growth. Because nothing in the world stands still, partnership programs need to be frequently updated and expanded. To avoid partnership "burnout," consider the following ideas:

- Rotate members of partnership steering committees to relieve schools and companies of extended commitments.
- Rotate guest speakers, career fair participants, and others who may tend to get into - and resent - an annual commitment to the program.
- Always seek new business and community representatives for membership on your committees in order to get new ideas and perspectives.
- Continually show appreciation for and recognition of the people who are making a contribution to your partnership. Acknowledge all partnership participants at least once a year.
- Beg, borrow and steal ideas for new programs, creative solutions to business and school problems, and ways to keep the community aware of your activity.

These are only a few of the many strategies that will ensure your continued success and growth. The Resources section at the end of this booklet lists publications which have additional ideas.

Communicating

Throughout this section the importance of public relations has been mentioned. However, it bears repeating. Communication is one of the major tasks of the coordinator and the one that helps to provide awareness, support, and renewal for partnerships and their programs. There are very few companies that do not want to be recognized, by citizens and by their peers, for the role they are playing in the schools. There are fewer schools that do not want the public to know how they are collaborating with the private sector to enhance the educational opportunities of their students. Also, citizens and parents want to know about the exciting programs that are happening in their schools. Publicity about programs stimulates new companies to participate, encourages reluctant educators to get on the bandwagon, encourages parents and other citizens to think about how they could share their expertise with the schools, and lets the program participants know how much they are appreciated. Public relations breeds ideas for new programs, volunteers, donations, and taxpayer interest in the schools.

Good partnerships have good public relations. The following ideas provide a sampling of vehicles for getting the word out on partnership projects and on the ways in which business and the community are supporting the schools:

- Place articles about new partnership activities in local, school and company newspapers.
- Secure media coverage of your events that honor or recognize local business people and dignitaries.
- Use local access cable television to demonstrate partnerships at work and to highlight corporate volunteers.
- Publicize corporate support of local school budgets and legislation through local media and bulletins to parents.
- In all media communications, invite interested people to call for further information. Don't forget to include a telephone number!

III. STRATEGIES FOR SUCCESS

Industry-education partnerships are similar in many ways to other collaborative relationships in which you and your organization may have been involved. Many of the same guidelines that facilitate other ongoing cooperative relationships apply to these partnerships. There are, however, some suggestions that can be made that are more specific to industry-education partnerships and that will help to ensure that they are productive and successful.

Misconceptions

Most new partnerships experience some difficulties because of pre-conceived ideas that people from business and education have about each other. Some of the widely-held views on each side can be seen in the following stereotypes:

Stereotypes About Educators	Stereotypes About Business People
• naive about business	• insufficiently educated or cultured
• ignorant about economics	• impatient with the educational bureaucracy
• insulated from the community	• disinterested in a liberal arts education
• looking for handouts from business	• viewing schools as developing a "product" for business

Historically, it is understandable that these perceptions have developed. Usually, however, they are based on misunderstandings.

For a partnership to function effectively, it is important that the participants be candid with each other. Differences in viewpoints should be recognized and discussed openly, with care taken to maintain an atmosphere of mutual respect. Frank expression of different ideas and opinions can help partners to design programs that will serve the interests of all participants, while not offending anyone. As partners come to know each other as individuals rather than just "businesspersons" or educators, the stereotyped attitudes almost always fade away.

The key to addressing misconceptions is communication. Some partnership practitioners have indicated that at least one year of getting acquainted time is necessary before the partners can be comfortable and open with each other. While many partners cannot afford to wait this long, opportunities to become acquainted should be created and can take several forms:

- Dinner and luncheon meetings in which there is time for socializing as well as talking about goals
- Focused meetings held to determine each other's needs, limitations, expectations, and goals

- School and business events to which partners and potential partners are invited to increase the familiarization with each other's environment (awards dinners, special celebrations, etc.)
- Visitation days to each other's institutions

"Top Down" Commitment

School-business partnerships must have visible, consistent and enthusiastic support from the top executives in each participating organization in order to be successful. In addition, superintendents and chief executive officers should, if they are not able to participate directly in the partnership planning, appoint representatives who will be able to speak for them and for their organization in developing partnership policy and committing institutional resources. Some businesses and school districts will make a distinction between the CEO or superintendent, who approves and is kept informed about the partnerships, and the individuals who help to implement the partnership activities. In small businesses and other school districts, the top administrators may wear both hats. In situations in which the implementer is not the policy-maker, it is doubly important that there be good communication between the implementer and the decision-maker so that expectations are met, commitments are upheld, and goals are understood and achieved. It also is important that each institution identify partnership liaison people so that outsiders can readily identify and contact the appropriate individuals for discussing partnership initiatives.

In addition to top executive support, there are numerous other ways in which schools and businesses can indicate their commitment. The following suggestions provide a few examples:

- Provide employees with sufficient time to accomplish their partnership responsibilities.
- Make partnership planning meetings and programmatic events a priority.
- Publicize partnership activities.
- Encourage other businesses and schools to participate in these or other partnerships.
- Include partnership participation in employee evaluations.

"Bottom Up" Involvement

Equally as important as having top institutional commitment to the partnership is having representation from all levels of the organizations involved in the planning and implementing of the partnership programs. Participation by all of the affected constituencies, such as the administrators, managers, supervisors, teachers, students, employees, and parents, serves the partnership well in several ways:

- Provides opportunities for the affected constituencies to make suggestions about potential projects
- Allows the projects to reflect the concerns and perspectives of the affected constituencies
- Helps to develop a sense of ownership of, and enthusiasm for, the partnership

- Facilitates the communication of the goals and strategies of the planning team to co-workers
- Helps develop support for project implementation

Be Considerate of Partners' Time

People from large and small businesses, as well as from schools and the community, often have very limited time available for partnership meetings. People from small businesses, especially, may not have executives at their workplace who can "carry the ball" when they are away. Local merchants often have few people actually "minding the shop" when they are not there. For these reasons, it is very important that those who plan the meetings of partnership groups observe the following suggestions.

- Prepare and distribute, in advance, an agenda for each meeting.
- Include background materials with the agenda so that partners are prepared to discuss agenda items.
- Do as much communicating as possible in writing, so that partners are able to keep updated "on their own time," when it is convenient for them. However, keep written communication as succinct and to the point as possible.
- Keep meetings focused, on time, and productive. Do not do "committee" or detail work at meetings of the whole group. Try not to get sidetracked on interesting but irrelevant issues.
- Keep minutes of each meeting and distribute copies of the minutes to group members after each meeting.
- Develop subcommittees of individuals who have the time available to deal with some of the time-comsuming detail work of the partnership.

Establish the Partnership's Mission and Identity

Developing partnerships should create specific identities for themselves by focusing on particular activities. Some partnerships emphasize career awareness for students and teachers and focus on career fairs and guest speakers. Others have chosen to provide skill renewal and professional development opportunities for teachers and put their energies into professional development seminars for their staff. In each case, the schools, businesses, and communities involved can put a "handle" on the partnership. They have a conceptualization of their partnership which allows them to communicate about it to others, to "know what business they are in," and to develop short and long term goals.

Short Term Goals

Most successful industry-education partnerships start with concrete, short term goals that have a high likelihood of success. They have developed a project, such as a career awareness program that progresses from the ninth to the twelfth grade, which is enthusiastically subscribed to by the planning group and which has the members' personal commitment. They have found that when the partners "buy into" the partnership's activities they work strenuously for its success. This sense of accomplishment, the group cohesiveness that results, and the opportunities for attracting new partnership participants serve to reinforce the appeal of the partnership and to maintain the group's energy and commitment. Success breeds success in partnerships as in other endeavors.

Long Term Goals

Partnerships rarely need 5 or 10 year plans. Long term planning generally means one or two years, and even these plans should be continuously reviewed and updated. While partnerships will want to develop a sense of where they are headed and potential areas for new programming, they will find that their constituencies are mostly interested in their action plans and their immediate impact. Successful partnerships keep their long range plans general, flexible, and in harmony with the short term programs and projects of the partnership.

Administrative Support

Partnership programs are often "people-intensive." Recruiting, monitoring, servicing, and recognizing the program participants can be vital to the smooth functioning of the partnership, but they take a great deal of time. By overloading existing staff, a partnership can collapse of its own weight, leaving disappointed students and disillusioned partners. In planning for a partnership, therefore, it is important to delineate 1) the steps that need to be taken, 2) who will be responsible, and 3) the resources that will be needed. In addition, several understandings must be reached:

- The level of participation by each partner
- The resources each partner will contribute
- The expenditures each partner will absorb

When these issues have been successfully resolved, there will be less likelihood that unrealistic expectations, resentment, or a feeling of inequity will intrude on the relationship. If problems arise, it will be necessary to have the group review the obligations and contributions of each partner, renegotiating the agreements if necessary.

Funding

Many relationships between businesses and schools in the early 1970's were entered into with the idea that the schools would get money and equipment, and get it fast. Rarely were the businesses a part of the planning for how or where the money or the equipment was to be used. Such relationships typically ended after the transfer was complete. Another set of problems arose for programs that received initial funding and built extensive organizations, only to realize when the money supply stopped that they had no experience in securing money through grants or fund raising and that they had large overhead costs which they could not sustain.

Most industry-education partnerships are not heavily dependent upon funding and do not fall prey to the "money first" syndrome. Many successful and enduring partnerships have modest financial demands. It is very common for companies and schools to absorb many of their partnership-related expenses, such as time, printing, travel, postage, incidentals, and food for meetings. Some partnerships levy a modest yearly membership fee to cover the costs of the coordinator or to supplement the salary of an existing staff member. While there are significant costs associated with some programs,

these costs are clearly defined and voluntarily assumed, with efforts made to assess them fairly over the participating organizations. In partnerships that are heavily dependent upon financial resources, fund raising mechanisms are developed as a part of the partnership plan, with the participation and support of all who are involved.

IV. RESOURCES

There are many excellent written resources that provide useful and creative suggestions for industry-education partnership programming and for initiating and managing partnerships. The following lists present a wide variety of partnership models and strategies that others have found successful. If related materials or organizations of which you are aware are not included here, kindly share that information with us by writing to:

Susan Freedman
Coordinator of Community Education
Bureau of Student, Community and Adult Services
1385 Hancock Street
Quincy, MA 02169

I. Publications

Let's Not Reinvent the Wheel: Profiles of School-Business Collaboration, Ian McNett (Ed.), Washington, D.C., Tilden Press, 1982. A publication of the Institute for Educational Leadership which provides a comprehensive introduction to partnerships.

Business-School Partnerships: A Plus for Kids. A 1980 publication of the National School Public Relations Association, 1801 N. Moore Street, Arlington, VA 22209.

Partners for the 80's: Business and Education. A 1980 publication of the National School Volunteer Program, 300 N. Washington Street, Alexandria, Virginia 22314. This is a brief account of nationwide school-business partnerships that are focused at the K-12 level.

Community Education/Work Collaboration: A Massachusetts Perspective, Richard A. Sockol and Thomas W. McClain, University of Massachusetts: Institute for Governmental Services, 1978. This publication briefly documents 12 varied education-business programs in Massachusetts and attempts to draw some conclusions.

School/Business Partnerships: A Practitioner's Guide, Richard A. Sockol and Thomas W. McClain, University of Massachusetts: Institute for Governmental Services, 1978. This publication examines the Tri-Lateral Council for Quality Education, in Boston, as an example of a program that pairs large businesses and schools in a one-to-one relationship.

Creating School-Business Partnerships, 1983, Massachusetts Department of Education. Case studies and profiles on a range of school-business partnerships in Massachusetts.

Proceedings of the 1984 "Partners for Excellence" Conferences, Massachusetts Department of Education. Profiles of 17 partnerships and many strategies for initiating and maintaining partnerships.

Hip Pocket Guide to Planning and Evaluation, Dorothy B. Craig, 1978, University Associates, Inc., P.O. Box 26240, San Diego, CA 92126. A comprehensive and readible guide to evaluation.

Company-School Collaboration: A Manual for Developing Successful Projects, Education Services, American Council of Life Insurance, 1850 K Street, NW, Washington D.C. 20006. A complete and valuable guide to partnership development.

Business and Education: Partners for the Future, Chamber of Commerce of the United States, 1615 H. Street, NW, Washington, D.C., 1985. An introduction to industry-education partnerships.

Partnerships in Education: A Handbook, Pennsylvania Department of Education, Office of Basic Education, 333 Market Street, Harrisburg, PA 17108. A step-by-step guide to initiating partnerships.

The NAB Publication List, National Alliance of Business, 1015 15th Street, NW, Washington, D.C. 20005. A listing of NAB materials, including many titles on industry-education partnerships.

Public Relations Tools for School Volunteers, Marilyn Wimer, National School Volunteers Program, 701 N. Fairfax Street, Suite 320, Alexandria, VA 23314. Many useful suggestions for public relations that are applicable to all partnerships.

The Report of the Governor's Task Force on Private Sector Initiatives, Commonwealth of Massachusetts, 1983. Available through the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, MA 02155. A comprehensive listing of resources in Massachusetts.

A Sure Bet: Business and Education Together, A Handbook for Chamber of Commerce Education Committees, February, 1985, Education Department, California Chamber of Commerce, P.O. Box 1736, Sacramento, CA 95808. Practical suggestions for initiating and developing partnership programs, with an emphasis on the role of Chambers of Commerce.

II. Organizational Resources

The Citizen's Forum on Self-Government operates a computer-based Information and Referral Service, CIVITEX, which contains thousands of examples of local problem-solving projects that utilize partnerships. For information, contact:
CIVITEX - Citizen's Forum on Self-Government
National Municipal League, Inc.
55 West 44th Street
New York, New York 10036
Toll Free No. (800) 223-6004

The Education Commission of the States. This Commission grew out of the President's National Task Force on Education for Economic Growth and will continue the Task Force's work. It is chaired by Governor James Hart of North Carolina. For additional information contact:

Dr. Robert Andringe
Executive Director of ECS
1860 Lincoln Street, Suite 300
Denver, Colorado 80295
(303) 830-3620

National Alliance of Business (NAB). This organization has long been involved in the support and promotion of industry-education cooperation. Its mission is to increase private sector support, training, and job opportunities for the economically disadvantaged and the long term unemployed. For more information:
National Alliance of Business
1015 15th Street
Washington, D.C. 20005
(202) 457-0040

National Association for Industry-Education Cooperation (NAIEC). This organization, founded in 1964 by a coalition of industry people and educators, was developed to help big business and schools work together to improve the quality of education at all grade levels. Developing local Industry-Education Councils has been a key programmatic development of NAIEC. Some of its publications include:

A Handbook: How to Plan A Community Resources Workshop.
A Handbook: Industry Education Councils.
A Guide for Evaluating Industry-Sponsored Educational Materials.

For these publications and more information, contact:

National Association for Industry-Education Cooperation
235 Hendrick Boulevard
Buffalo, New York 14226
(716) 833-6346 or 846-4191

Northeast Industry Education Labor Alliance. This organization represents the northeastern states and is an affiliate of NAIEC. It focuses on the establishment of public/private sector cooperation to deal with issues such as long range economic integrity and better relationships between education and economic development. It publishes a newsletter, "News: The Northeast Review," and co-sponsors conferences to address pertinent issues. For more information contact:

Northeast Industry Education Labor Alliance
P.O. Box 2203
Springfield, MA 01101
(413) 781-1185

Chambers of Commerce. These local level organizations are supported by the U.S. Chamber of Commerce in their efforts to foster school-business partnerships. Films and resource materials are available.

2 Private Industry Councils (PICS) These local organizations are mandated by the Job Training Partnership Act (JTPA). They are often involved in training and preparation programs that assist the school to work transition.

National Institute for Work and Learning (NIWL). This Institute is the former National Manpower Institute (NMI), founded in 1971 by Willard Wirtz. This organization has founded a major research project called the Industry-Education-Labor Collaboration Project, and has produced numerous publications on this related topic, including the following:

Industry-Education-Labor Collaboration: An Action Guide for Collaborative Councils Collaborative Councils
Industry-Education-Labor Collaboration: Policies and Practices in Perspective

III. Other Resources

Jobs for America's Graduates (JAG). A comprehensive program to help with the school to work transition. A model program was implemented in Delaware in 1980 and is now duplicated in Massachusetts, Missouri, and Tennessee. For more information, contact:

Jobs for America's Graduates
Suite 304, 1750 Pennsylvania Avenue, N.W.
Washington, D.C. 20006
(202) 638-2958

In Massachusetts, this program is called Jobs for Bay State Graduates and operates in 23 high schools. For further information, contact:

Jobs for Bay State Graduates, Inc.
Lawrence G. Fitch, Director
100 Federal Street, 17th Floor
Boston, MA 02110

Channel One. A national model based on the "Gloucester Experiment," a program begun in 1970 which involved businesses, the community and schools in the creation of an experiential educational program for youth. The twin focus of the program was to address social problems and to foster community development. Channel One, as it is now called, has been expanded and has similar programs operating across the nation. A Facilitator's Guide to Channel One Programming and other information are available from:

The Channel One Clearinghouse Corporation
Box 8, Lanesville Station
Gloucester, Massachusetts 10930

Project Share. This national clearinghouse for improving the management of human services provides resource information on a wide range of topics and publishes a newsletter, "Sharing." For more information, contact:

Project Share
P.O. Box 2309
Rockville, Maryland 20852

Volunteer: The National Center for Citizen Involvement. This organization provides information on volunteer efforts across the nation and publishes a newsletter, "Volunteering." For more information, contact:

Volunteer
P.O. Box 4179
Boulder, Colorado 80306

Pro-Education, P.O. Box 41570, St. Petersburg, Florida 33743. This magazine, which is published quarterly, focuses on partnerships with education and provides timely information on a wide range of partnership resources.

Junior Achievement. Junior Achievement, Inc., 550 Summer Street, Stamford, Conn. 06902. Junior Achievement sponsors programs in high schools in which students learn to operate their own small businesses. It also sponsors Project Businesses for eighth and ninth grade students, which brings business executives into the schools to teach an economics curriculum.

MASSACHUSETTS DEPARTMENT OF EDUCATION
REGIONAL EDUCATION CENTERS

Central Massachusetts Regional Education Center
Route 140, Beaman Street
West Boylston, MA 01583
(617)835-6267

Greater Boston Regional Education Center
27 Cedar Street
Wellesley, MA 02181
(617)431-7825

Greater Springfield Regional Education Center
88 Massasoit Avenue
West Springfield, MA 01089
(413)739-7271

Northeast Regional Education Center
219 North Street
North Reading, MA 01846
(617)727-0600

Northwest Regional Education Center
Mark Hopkins Hall
Church Street
North Adams, MA 02147
(413)664-4511

Southeast Regional Education Center
Lakeville State Hospital
P.O. Box 29
Middleboro, MA 02346
(617)947-1231